



OPINION

How to reference this paper:

Musa Kyzy, A., Azimova, G., Kongaitieva, S., Karasheva, A., Tashtekeev, S., Brovko, N., & Leonova, N. (2025). Features of digital education of students in the context of additional education. *Revista on line de Política e Gestão Educacional*, 29, e025116. e-ISSN: 1519-9029. <https://doi.org/10.22633/rpge.v29i00.20818>

Submitted: 15/05/2025

Revisions required: 10/06/2025

Approved: 25/09/2025

Published: 23/12/2025

Editor: Prof. Dr. Sebastião de Souza Lemes

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz.

OPINION ON THE ARTICLE: FEATURES OF DIGITAL EDUCATION OF STUDENTS IN THE CONTEXT OF ADDITIONAL EDUCATION

SUMMARY FOR THE EDITOR

The article proposes a reflection on the digitalization of education and the technological challenges in the complementary education system, highlighting the importance of students' digital training. However, the article lacks a more pedagogical approach, especially regarding the role of the teacher and the challenges encountered in the digital environment. The discussion does not cite the references from which the information was taken in several passages. The conclusion is not sufficiently developed, and the arguments need to be more thoroughly explored. The text offers a relevant foundation for future debates but requires greater clarity and development, including corrections in the citations.

ARTICLE ANALYSIS

INTRODUCTION

The article proposes a reflection on the digitalization of education and the new technological challenges for the complementary education system. The discussion about the digitalization of content aimed at students' digital training in this system becomes a central theme. Furthermore, a considerable gap can be observed between students' real and digital identities, which ends up generating distortions in their values and meanings.

Among the main points, the following stand out:

- The complementary education sector is linked to the use of technologies: these activate learning activities. These technologies give rise to a new type of relationship, where AI influences a person's social and moral subjective position;
- Education methods that use information and communication technologies are widely disseminated in education: nowadays, the use of digital technologies enables training, teaching, learning, data access, and the management of interaction between communication and the rapid evaluation of results;
- Digital literacy contributes to self-education: moreover, it also assists in self-improvement and the acquisition of other life skills.

CRITICAL ANALYSIS

The article presents an argument that is somewhat “monotonous.” I believe the work-places put too much emphasis on the technical aspects of digitalization, failing to explore pedagogical issues. Another point is that, although the introduction mentions the challenges teachers may face regarding digital education, the role of the teacher is not well developed in the text. Therefore, I believe the article addresses an interesting topic, but the discussion between challenges and opportunities needs to be improved.

STRENGTH OF THE ARGUMENT

I feel that the conclusion was not well developed. The ideas presented at the end were discussed throughout the text but in different ways, so I believe it does not truly present a conclusion for the topic introduced at the beginning. I recommend that the authors rewrite the conclusion, aiming to present final arguments that are different and add more value to the work.

LIMITATIONS AND OPPORTUNITIES

Although it presents relevance, this article displays certain limitations regarding the development of the proposed ideas. For example, the notion of the importance of digital education is presented in several different ways, merely changing some contexts. I believe some aspects of the importance of this type of education should be more thoroughly explored, citing examples from other articles (such as case studies) and developing a line of reasoning throughout the narrative. What approaches are effective with students in the era of digital education? What challenges are faced by educators? How do this form of education and the constant access to the internet and AIs affect student performance?

DIALOGUE WITH OTHER AUTHORS

The discussion on digital education within the context of complementary education shows that the challenges go far beyond technical infrastructure. Kalimullin and Pavlinov (2022) point out that digital resources alone have limitations, and Mukhachev (2015) observes that courses often prioritize the technical aspect to the detriment of communication with students—which compromises the bond and the effectiveness of learning. There are also more subtle yet profound transformations, such as the state of “transreality” described by Zhilyavskaya (2018), in which excessive time on social media generates a psychological sense of digital comfort. Dedov et al. (2023) identify a form of cognitive passivity in the face of online

content, raising questions about the development of critical thinking. Lupandina and Ryndina (2023) emphasize the importance of consistent pedagogical support capable of monitoring the outcomes of digital education and ensuring its quality.

Kotova and Dukyan (2018) draw attention to the behavior of influencers who, without a commitment to moral guidelines, spread questionable content, often from abroad, directly impacting the development of young people. Sidyaeva (2023) reinforces the difficulty of understanding the internal transformations experienced by these students, whose relationship with the digital world is intense and not always visible from a pedagogical perspective. Meanwhile, Kuznetsova (2022) highlights that motivation remains a central factor for success in digital learning. Krupa, Lebedev, and Obukhov (2021) describe how the educator's role changes depending on the type of interaction adopted—synchronous or asynchronous—requiring constant professional adaptation.

The Discussion section lacks a more robust theoretical foundation, supported by relevant authors to help develop and deepen the line of thought presented. For example, in the excerpt: *"This argument is based both on conclusions made by researchers and on the analysis of Russian and international practical experience in digital education within the additional education system."* Which international experiences? They should be cited.

Another passage that should be reconsidered: *"Many students dream of becoming bloggers."* A current reference is needed to support this claim — not one from 2015 and another from 2018 (Mukhachev, 2015; Kotova; Dukyan, 2018). Moreover, is this reality exclusive to Russia? Because blogging is somewhat outdated in Western culture.

CURRENT RELEVANCE

In a world where the internet is present in our lives 100% of the time, it is interesting to understand how online relationships and the vast amount of available content can influence students and how this affects them.

I believe that such topics need to be continuously addressed, especially because, after the COVID-19 pandemic, the dynamics of the classroom have changed significantly. Young people are increasingly chronically online. How does this affect their learning? This is a question with many possible avenues for debate.

FINAL RECOMMENDATION

The article addresses a current and relevant topic by discussing the impacts of digitalization on complementary education, highlighting the role of technologies and digital literacy

in student development. However, the analysis lacks pedagogical depth and a more structured discussion about the challenges faced by teachers and students. Despite these limitations, the text offers an important foundation for future reflections on the effects of digital culture in contemporary education.

All abstracts must be adjusted to 150 words, as it is a standard required by the journal.

Therefore, the article has **been accepted with mandatory revisions**. Please **highlight all changes** made in the article so that we can compare them with the previous version and ensure that all requested modifications have been implemented.

MANDATORY CORRECTIONS

I request that you review the citations and references—all citations should be in the references, and references that are not cited should be removed. If suggestions for including additional references are made, adopting them is not mandatory for the article's acceptance, and the decision remains at the discretion of the authors. Additionally, we request that all modifications be highlighted in yellow in the manuscript text.

Some other aspects that need to be submitted:

- ORCID;
- E-mail;
- Credit Authors filled out;
- All summaries must be adjusted to 150 words;
- In the Discussion topic (as mentioned in the Dialogue with other authors), what are these international experiences? They should be mentioned. Excerpt in which they are mentioned: *This argument is based both on conclusions made by researchers and on the analysis of Russian and international practical experience in digital education within the additional education system*;
- In the excerpt "*Many students dream of becoming bloggers*," it would be necessary to provide a more recent reference to support this statement, rather than one from 2015 and another from 2018. Additionally, is this reality specific to Russia? Blogging has become outdated in Western culture.
- What approaches work with students in the era of digital education? What challenges do teachers face? How do education and constant access to the internet and AIs affect student performance?
- The conclusion needs to be reworded, as the ideas presented at the end have been discussed throughout the text, but in different ways, and therefore, it does not provide a proper conclusion to the topic introduced in the Introduction.